



Character Education Through Primary Social Science Learning

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ABSTRACT

Character education is a necessity in the current learning era. Because character education teaches students to have character values that need to be developed, especially in social studies lessons. This research utilizes library studies through library references, the researcher provides a complex picture, analyzes the report's words in detail from the respondent's perspective and carries out research studies. This research data collection was collected from the results of several researchers, through various reference materials originating from journal articles, documentation, and through various teaching materials that examine Character Education in elementary school social studies lessons. This research utilizes a contextual approach. The aim of this research is to see how character education is applied to elementary school social studies lessons. This research method includes literature study. The results of the research, namely instilling character values, can be applied or developed in social science (IPS) lessons. Implementation can go through various stages during social studies lessons.

Keywords : Character Education, Character Learning, Elementary School Social Studies Learning

Introduction

Schools play an important role in the world of education which has a mission that is sufficient to address issues of belief or faith. Education is a system of thoughts, feelings, wills, social to the broadest, namely everything that is (Sudrajat, A. , & Hernawati, 2020) This describes the school as a formal institution with the responsibility to carry out an educational mission. The world of education also needs to balance developments in the current era so that it can develop children's attitudes and actions , especially children who are still developing well psychologically , which is a transition to finding their identity (Sudrajat , A., & Hernawati, 2020). Foerster (1869-1966) explained that education is the cultivation of character which is manifested in the essential unity of a person in his behavior and attitudes . Character education means the stages of developing a person's identity, personality and characteristics towards a better state (Novitasari, 2018) . The character of envy will show a person's quality. Character values can be assessed from several fundamental characteristics which include: First, each action or attitude is measured from values which are normative standards. Second, coherence , which is what gives courage which makes a person firm in his principles . Coherence is the basis that can build self- confidence in one another . If someone does not have coherence then their credibility can be doubted . Third, autonomy. Autonomy means a person's skill in internalizing various rules from outside so that they become a value for someone . This can be seen from the way a person assesses personal decisions without being influenced by other parties. Fourth, namely steadfastness and loyalty . Firmness is our resistance to obtaining a good judgment, while loyalty means someone's basis for honoring the commitments they have determined (Supriatna, 2010). Thomas Lickona in (Dalmeri, 2016) explains the meaning of character education, namely a person's conscious effort to help other people understand, pay attention to and implement various ethical values. Character education based on Thomas Lickona's statement has three main elements, namely *knowing* goodness, loving everything, and doing goodness.

Character education has the same mission as moral education and moral education. (Saiful, 2022). Generally, learning that is directly related to character education is Social Sciences (IPS) lessons. Usually the

character education contained in these lessons studies the cultivation of various values and norms but does not focus on their realization in real life. Although character education should invite students to recognize values from a cognitive perspective, appreciate values affectively, and implement values in life as a democratic citizen and also have responsibility and act as a citizen who loves peace (Oktaviani, 2022). Social Sciences is one of the fields of study that needs to be studied in elementary school. Social Sciences in elementary schools are designed so that students become good humans and citizens. Social Sciences (IPS) is not a scientific discipline, but a learning program that contains a picture of social life (history, economics, sociology and geography) and humanities (values, language, norms). and culture). It is hoped that it will be possible to study social studies material improve students' skills both through the affective, understanding and psychomotor fields. The content of social studies lessons is to educate students as good citizens in terms of understanding, ability and social awareness that are beneficial for themselves, for society and for the country. The aim of social studies learning is to increase students' understanding and analytical skills regarding social situations in society (Oktaviani, 2022). In connection with this explanation, it illustrates how urgent character education is in all areas of learning, one of which is Social Science (IPS) lessons. In this way, character values can be fostered as early as possible in students. From this, it is hoped that students can implement it in real life.

Research Methodology

This research utilizes library studies through library references, the researcher provides a complex picture, analyzes the report's words in detail from the respondent's perspective and carries out research studies (Iskandar, 2009). This research data collection was collected from the results of several researchers, through various reference materials originating from journal articles, documentation, and through various teaching materials that examine Character Education in elementary school social studies lessons. Techniques of analysis This research is a descriptive method, by providing descriptions and interpreting the available data.

Results and Discussion

Character Education in Elementary School Social Sciences Learning

The meaning of social studies refers to studies with a focus on discussing social life activities. There are several sub-studies in social studies lessons including the dimensions of human life. From a general perspective, IPS is concerned with human activities. The dimensions of human life are generally discussed in social studies lessons. From a perspective perspective, the meaning of Social Sciences is an integrated field of social knowledge that seeks to instill values for students as citizens based on the past, present and future because human activities can be viewed from the dimensions of past, present and future (Parni, 2017). Results from Sari (2021) Character education uses a contextual approach to social studies lessons, one of which is material about Indonesia's natural appearance. This material is related to nature and surrounding life. In this material there are many character values that can be instilled from an early age, such as teamwork, responsibility, respect, creativity, critical thinking, discipline and communication. Because this lesson is directly related to life, students have more freedom and enthusiasm to learn. The learning activity after group discussions implemented by educators is reflection. From this activity, children can improve their logical and critical thinking skills, as well as respect each other. These learning activities illustrate that the Social Sciences (IPS) learning process can be used as an effective way to instill character education so that students get used to behaving in accordance with character values. From the development of character education in social studies lessons, it is hoped that we can gain students with characters who are relevant to various values and subject objectives (Sari, 2021). Relevant to the research results, character education in social studies lessons has a positive relationship with character education in social studies lessons, where social studies lessons are the main foundation for developing personal, social, emotional and intellectual intelligence (Sudrajat & Hernawati, 2020).

Through social studies lessons, students are expected to be able to improve their critical thinking patterns, creativity and innovation. Attitudes and behavior illustrate discipline and a sense of responsibility as a person, citizen, community and citizen of the world. Able to communicate well, able to work in teams, be tolerant, empathetic, and have multicultural insight that has a local basis of excellence. Have holistic, integrative and transdisciplinary abilities to resolve social problems. From this holistic integrative ability, students can solve problems holistically through all aspects as well as the value of education and transdisciplinary abilities to have scientific disciplines to understand a problem (Kurnia et al., 2018). This goal can be achieved if social studies lessons at school are organized and implemented optimally. The results of the assessment of character values are obtained from the description of each student's attitude. All information is only used to improve behavior for the better. The results of this assessment can be a reflection of students' attitudes which can be known and improved gradually. The information obtained through several assessments is then analyzed by educators in order to get a picture of the character education that has been achieved. held. This description was reported in the report card from the homeroom teacher. The success described by students is reviewed through the students' attitudes which

are adjusted to the assessment from educators when students behave well when studying and during activities outside the classroom (MUTA'ALIN, 2017). A person's character can certainly be triggered by various factors, namely: internal and external factors. These internal factors originate from each other. External factors originate from the surrounding environment. Various characters that are relevant to Pancasila values need to be applied in real life as early as possible, Lickona (2016) explains that students' characters need to be developed as early as possible so that students have attitudes and behavior that are relevant to various religious norms, and care about each other. Apart from that, all people need to understand one of the characteristics of character education, namely respecting all the rights of others, respecting the law, and participating in all activities and having concern for others. (Saiful, 2022).

The character that embodies the first principle is that students can have an attitude of respect for other people's opinions, not force other people's beliefs and respect each other between religious communities. Then on the second principle, mutual respect and appreciation, because in our social environment we have various tribes and cultures, so we need to increase the sense of mutual respect for fellow human beings, so that students do not differentiate other people based on ethnicity, religion, skin color, economic level, and so on. So that we can fulfill our rights and obligations as a society and realize that all humans are equal creatures of God, do not discriminate and respect each other wherever and whenever. Then the third principle is meaningful attitude of unity and unity by prioritizing common interests such as cooperation which is the hallmark of our nation. In this way, we have a sense of togetherness without anyone feeling isolated and do work because of an attitude of cooperation. The fourth principle has the character of an attitude for deliberation, discussion and exchanging ideas so that reach a joint decision to resolve the problem, and do not force other people who have different opinions. Can determine the results of decisions based on deliberation. And the fifth principle relates to a fair attitude and respect for human rights. Students are expected to be fair without looking at someone in terms of economics, ethnicity and so on. Respect each other's work and respect all other human rights and obligations. Budimansyah (2010) explains the following characteristics of the Indonesian nation, namely implementing the Pancasila principles in real life.

- a) Belief in the Almighty God. This means that a feeling of awareness of faith becomes the character of every individual. The character of implementing this principle can be seen from the harmony of religious communities which does not impose beliefs on anyone because all humans have the right to practice their respective religions.
- b) Prioritizing Just and Civilized Humanity. This character can be implemented through equality of degrees, rights and obligations for several spheres. This can be interpreted through an attitude of mutual respect and respect for each other.
- c) Prioritize National Unity and Unity. Character that is manifested from an attitude that prioritizes common interests and also an attitude that upholds the Indonesian nation.
- d) Democratic and upholding law and human rights. This character can be realized through deliberation to reach consensus so that decisions can be reached together. This attitude needs to prioritize aspects of truth and shared justice.
- e) Prioritizing Justice and Welfare. This character can be realized through acts of mutual cooperation, fairness and mutual respect. It is hoped that the message of Pancasila can be instilled in students. In character education lessons, students apply character values to daily activities.

This stage has various activity parts, namely introduction, core, and closing activities in the learning process. When lessons take place, educators are required to become role models to determine character values. Evaluation of the learning process has the task of strengthening it so that students can know the extent of their knowledge level after the learning process takes place. It is hoped that evaluation activities can instill various character values in students. This contextual learning model for social studies is certainly effective because students are expected to find meaning between abstract things and real life (Komalasari, 2009). These learning activities focus on high levels of thinking, channeling understanding, solving problems and analyzing data with individuals and teamwork. Integration of character education in social studies lessons through planning, implementation and assessment stages. An analysis of the integration of character education from the planning stage includes an analysis of basic competencies, syllabus, as well as the development of lesson plans and learning media. This is intended to increase character values in social science learning activities. Preparing lesson plans needs to utilize skills to facilitate the planned acquisition of understanding, abilities and character development of students. Determining the active context model is expected to be more efficient for developing students' character.

Conclusion

Character Education is an urgency that needs to be implemented, especially in Elementary School (SD) Social Sciences (IPS) lessons. Social studies learning activities take place from a contextual approach. Character

education when learning activities take place is carried out through several stages. These stages include planning, organizing learning activities, and evaluating. From Activities to instill and develop character values in social studies lessons are expected to be able to create students with characters that are relevant to the values or objectives of social studies lessons.

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